

4 month reporting date 4/02/06 Received 4/18/06
8 month reporting date 8/02/06 Received 5/30/06
12 month completion date 12/02/06
Closed 5/30/06

South Dakota School For the Deaf Improvement Plan/Progress Report Form

Principle 5- Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition services

Transition services are a set of coordinated activities for the student designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team found three-transition age student IEPs whose transition did not address the students' strengths and needs in the present levels of performance or meet the requirements for having a coordinated set of activities or IEP annual goals.

In addition, the monitoring team found no person(s) identified who would be responsible for transition services in the three transition age students IEPs or the initiation and duration dates for the services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When developing an IEP for a transition age student's present levels of performance, it will include the student's skill specific strengths and needs and have a coordinated set of activities based on the individual student's needs, taking into account the student's preferences and interests or an IEP annual goal(s). In addition, the student's IEP will have documentation of the person(s) responsible for implementation of the transition services.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The IEP present levels of performance, coordinated set of activities and/or annual goal(s) will be linked to address the student's transition needs, list the person(s) responsible, and include the initiation and duration dates of the student's transition services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record date objective is met
1. What will the district do to improve? The district will receive IEP transition services training. What data will be given to SEP to verify this objective? The date of the training and an attendance sheet will be sent to the SEP.		Special Education Director	Met 4/18/06
Please explain the data (4 month) February 27, 2006 Bev Peterson provided a Transition In-Service to the Middle and High School staff at SDSD.			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger will have a transition summary in the student's present levels of performance in the area of transition, and documentation for all five transition areas will be addressed by		Special Education Director	8th month reporting period Met 5/30/06

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<p>the team in the student's IEP. Assessment results will be used to determine activities needed to achieve the student's post-school goals.</p> <p>What data will be given to OSE to verify this objective?</p> <p>All IEPs of students 16 and older will be checked to verify all areas of transition were addressed. The number of files checked and the percent containing transition activities will be reported to the SEP.</p>			
<p>Please explain the data (4 month)</p> <p>No data submitted</p>			
<p>Please explain the data (8 month)</p> <p>May 25, 2006 an IEP meeting was held for a high school student who is younger than 16 years of age. Included were the PLOP, life outcomes and course of study. Also addressed were the five areas of transition. The team determined that the student's needs at this time were in the areas of Independent Living, Community Participation, and Adult Services. Service recommendations are listed with the Title of the Personnel/Agency Responsible, Date Initiated, Project Completed and Date Completed.</p>			